

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School:	Chicora Elementary	District:	Charleston
Principal:	Camille Lee	Superintendent:	Nancy McGinley

## **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

### **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

**Chicora Elementary School is a small, urban school in an impoverished, Afro-American neighborhood of the Charleston metropolitan area. The mobility rate is high in this area. There are 339 students in grades child development to fifth grade. Chicora has two full day child development classes. 100% of the children receive free or reduced lunch. 98% of the students are African American. The other 2% are Caucasian and Hispanic.**

**The school has 28 certified teachers. Nine of these teachers were first and second year teachers in 2006-2007. The staff turnover rate for the 2006-2007 school year was 22.95.**

## PACT DATA FROM 2005 TO 2007 IN ELA, MATH, SCIENCE, AND SOCIAL STUDIES

**Table1. PACT ELA**

<b>Grade</b>	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	23.1	27.8	43.2	59	44.4	44.7	17.9	25	21.1	0	2.8	0
<b>4</b>	9.4	25.8	22	43.8	48.4	56.1	40.6	22.6	19.5	6.3	3.2	2.4
<b>5</b>	18.9	34.6	47.1	62.2	46.2	44.1	18.9	15.4	8.8	0	3.8	0

**Table2. PACT Math**

<b>Grade</b>	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	23.1	30.6	42.1	69.2	61.1	57.9	7.7	8.3	0	0	0	0
<b>4</b>	18.8	41.9	31.7	43.8	35.5	53.7	18.8	22.6	14.6	18.8	0	0
<b>5</b>	27	23.1	50	51.4	53.8	44.1	16.2	11.5	5.9	5.4	11.5	0

**Table3. PACT Science**

<b>Grade</b>	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	61.5	67.6	82.4	30.8	29.7	17.6	7.7	2.7	0	0	0	0
<b>4</b>	37.5	62.5	61	34.4	28.1	34.1	15.6	9.4	4.9	12.5	0	0
<b>5</b>	67.6	69.2	75	21.6	15.4	18.8	5.4	15.4	0	5.4	0	6.3

**Table4. PACT Social Studies**

<b>Grade</b>	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	35.9	29.7	33.3	59	43.2	57.1	5.1	24.3	9.5	0	2.7	0
<b>4</b>	9.4	50	41.5	43.8	43.8	48.8	34.4	3.1	9.8	12.5	3.1	0
<b>5</b>	48.6	50	72.2	40.5	42.3	27.8	10.8	7.7	0	0	0	0

#### **THE PROCESS USED TO DEVELOP THE FSRP AND THE PERSONS INVOLVED**

The leadership team (comprised of the principal, teacher coach, guidance counselor, media specialist, and teacher of the year) at Chicora looked at three years of disaggregated PACT data including AYP, the state report card and two years of MAP data. We also looked at initiatives already in place and compared data to these initiatives to see if they were increasing student achievement. We drew the following conclusions: English Language Arts was our strongest subject with writing being a strength for our students. We did not have many students in proficient and advanced in math. Social Studies was better than Science. We had many students below basic in Science. Fourth grade did better overall than the other grade levels.

#### **NARRATIVE OF HOW SELECTED GOALS WILL ENABLE THE SCHOOL TO MEET EXPECTED PROGRESS**

Focus Goals 1 and 2: 20% of our students in grades 2 to 5 will improve one MAP level in MAP reading and math as measured by RIT bands. This increase in MAP correlates to increases in PACT reading and math and therefore will increase our absolute index on the state report card. In order to impact the percentage of students increasing one level on MAP reading and math, we will review the deficiencies in the fall administration and adjust instruction accordingly. Increasing our students' reading will also increase science and social studies.

**Focus Goal 3: In order for teachers to implement flexible groups and differentiate instruction, teachers need to be knowledgeable about their students' data. Teachers will use this data to form flexible groups, individualize lessons, and target students for school based and classroom intervention. We choose reading and math goals because even though reading is a strength we need to continue to increase reading especially in the non-fiction areas. We choose math because math is a weakness at our school. Best practice tells us to use data, form flexible groups around the data with group and individual lessons. We know by implementing these goals that we will meet expected progress.**

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

## **July 2008**

Principal attends CCSD's Summer Leadership Institute  
Develop master schedule  
Develop class enrollment  
Principal develops data notebooks

## **August 2008**

Staff Development for teachers in Write Traits, Ruby Payne, reading, math, and data  
Teachers in grades 3 to 5 develop data notebooks  
Teachers develop instructional calendars for the first nine weeks  
Begin READ 180 and Read About  
Begin Successmaker  
Implement parenting programs  
Students make citizenship folders  
Meet with 4<sup>th</sup> and 5<sup>th</sup> grade teachers to discuss PACT data  
Principal will develop schedule for observations and begin observing in classrooms

## **September 2008**

Open House – share school data  
Begin 25 Book Campaign  
MAP Testing  
Identify students for flexible groups  
All teachers develop data notebooks  
Begin Successmaker for students in grades 2 to 5  
Begin Math Wizards  
Begin Math night for parents  
Develop schoolwide graph  
Begin Academy of Reading  
Continue classroom observations

Develop GBE goals for continuing contract teachers  
Assign Mentors  
Students add data to citizenship folders  
Meet with 2 to 5 grade teachers to discuss MAP data  
Lunch, Listen, and Learn parent workshops

### **October 2008**

Teachers develop instructional calendars for the second nine weeks  
Administer common assessment in reading and math  
Continue classroom observations  
Administer schoolwide writing prompt  
Schedule 5 M's for math professional development

### **November 2008**

Share school data with faculty and PTO  
Continue classroom observations  
Schedule Everyday math professional development

### **December 2008**

Continue classroom observations  
Meet with grade levels to discuss strengths and weaknesses observed in the grade levels

### **January 2009**

Teachers develop instructional calendars for the third nine weeks  
Administer common assessments in reading and math  
Winter MAP Testing  
Implement after school tutoring  
Principal attends administrators' conference  
Awards Day Program  
Continue classroom observations

**February 2009**

Continue classroom observations

Administer schoolwide writing prompt

Schedule 5 M's for follow-up math professional development

**March 2009**

Teachers develop instructional calendars for the fourth nine weeks

Administer common assessment in reading and math

Spring MAP Testing

Continue classroom observations

Meet with teacher coach to discuss classroom observations

**April 2009**

Continue classroom observations

Meet with teacher coach to discuss classroom observations

**May 2009**

PACT testing

Analyze programs and initiatives with school leadership team



**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1: By April 1, 2009, 20% of the students in grades 3 to 5 will increase one Math performance level on PACT as correlated to the Fall to Winter MAP scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p style="text-align: center;"><b>Provide targeted small group instruction</b></p> <p><b>*After school support and teacher coach were removed due to funding.</b></p>	<p style="text-align: center;"><b>Teachers grades 3- 5</b></p>	<p style="text-align: center;"><b>Oct. 08</b></p>	<p><b>Providing students with individualized instruction in math supports the achievement of this goal. Teachers will use MAP data to form flexible groups to target students to increase math performance. This will be measured and monitored every interim and report card period by the principal in teacher curriculum team meetings by utilizing the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher data notebooks that include strategies</b></li> <li>• <b>MAP data with groups identified</b></li> <li>• <b>List of target students for Basic and Proficient/Advanced in math</b>  <b>(Targeted students are students who are 5 points above or below the cutoff for the next level)</b></li> </ul>
<p><b>Successmaker, a computer assisted program, will be implemented</b></p>	<p style="text-align: center;"><b>Teachers grades 3- 5 Technology Teacher (Dillahey)</b></p>	<p style="text-align: center;"><b>Sept. 08</b></p>	<p><b>Successmaker is a research based program for improving student achievement which supports this goal. It will be used in math in grades 3-5 for targeted students based on MAP data (Lee &amp; Dillahey). This program will be used daily to increase math performance. It will be measured and monitored every interim and report card period by the principal in teacher curriculum team meetings by utilizing the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Successmaker reports will be used to monitor progress of students in enrolled in the program</b></li> </ul>

<p>Teachers in grades 3-5 will utilize information received in scheduled math staff development for Everyday Math and the 5 M's of Math (mental math, mini-lesson, maintenance, manipulatives, and more maintenance).</p> <p><b>*Timeline changed due to uncertainty of funds</b></p>	Principal/Lee	Oct. 08	<p>Using math strategies presented in the research based staff development will increase student achievement in math. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Teacher Curriculum Team meeting agendas</li> <li>• Demonstration lesson classroom schedule</li> <li>• Observation notes made by principal will indicate use of strategies</li> <li>• Principal will conference with teachers who are not utilizing strategies or using them incorrectly</li> </ul>
Implement Math Wizards Program	Grade Level Chairs	Sept. 08	<p>To increase achievement in problem solving, we will implement math problem of the week for each grade level. Students with correct answers will be identified as participants in a math bowl in April. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Question of the week-winners</li> <li>• Student Roster for Math Bowl</li> <li>• Increase in student performance in graphing as measured by teacher developed assessments every 9 weeks which will be monitored by the principal</li> </ul>
Teachers will conduct Math Night for Parents	Grade Level Chairs Parent Advocate (Green)	Sept. 08	<p>Each grade level will choose a date to hold a math night for parents to learn how to help their students with grade level standards in math which supports this goal. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Schedule of dates</li> <li>• List of standards addressed and activities taught</li> <li>• Parent survey</li> </ul> <p>Documentation will be kept by the parent coordinator</p>
<p>Mentoring Mathematical Minds</p> <p><b>*This strategy must be deleted due to lack of funding.</b></p>	Gifted and Talented teacher (Feingold)	Sept. 08	<p>Third grade students whose math MAP RIT scores are in the upper RIT ranges will be identified for the M 3 class. This class is instructed by a gifted and talented teacher one day a week (Feingold).</p>
Instructional Calendars for each nine weeks will be developed based on the CCSD Coherent Curriculum	Grade Level Chairs	Aug. 08	<p>Each grade level chair will meet with their grade levels to develop instructional calendars for each nine week period. These calendars will be shared with all special area teachers to increase student achievement by integrating math into special areas. This will be measured by:</p>

			<ul style="list-style-type: none"> <li>• Instructional Calendars-copies kept by principal</li> <li>• Teacher Curriculum Team Meeting agendas</li> <li>• Special Area teachers' grade level agendas and minutes</li> <li>• Lesson plans provided by special area teachers with feedback from principal</li> </ul>
<b>Common Assessments in Math will be developed</b>	<b>Grade Level Chairs</b>	<b>Sept. 08</b>	<p>The implementation and analysis of common assessments will increase teacher knowledge of students' strengths and weaknesses. The principal will meet with each grade level to develop common assessments in math using the CCSD coherent curriculum each nine weeks. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Teacher Curriculum Team meeting agendas</li> <li>• Sample of common assessments</li> <li>• Grade Distribution Sheets</li> <li>• The principal will monitor and provide written feedback each semester</li> </ul>
<b>Students will be recognized for MAP RIT gains in math</b>	<b>Technology Teacher/Principal</b>	<b>Jan. 09</b>	<p>Students will be recognized for improved performance which supports this goal by increasing student motivation. All students in grades 3-5 who make gains of 10 points or more will receive a ribbon. Students in grades 3 to 5 whose MAP scores correlate to PACT proficient and Advanced will receive a silver or gold medal at the second nine week's Awards program (Lee). This will be measured and kept by the principal:</p> <ul style="list-style-type: none"> <li>• MAP RIT scores</li> <li>• Roster of Students receiving awards</li> </ul>
<b>School wide graphs will be developed</b>	<b>Grade Level Chairs</b>	<b>Sept. 08</b>	<p>Providing students with opportunities to practice the graphing process will improve student performance. Each grade level will be responsible for generating a question for all students and displaying the answers in graph form on the bulletin board beside the cafeteria every six weeks. This will be measured by:</p> <ul style="list-style-type: none"> <li>• A list of the questions</li> <li>• Pictures of the school-wide graph</li> <li>• Increase of student performance in graphing as measured by teacher developed assessments every 9 weeks and monitored by the principal</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, 20% of the students in grades 3 to 5 will increase one reading performance level on PACT as correlated to the Fall to Winter MAP scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
<p><b>Targeted small group instruction will be provided</b></p> <p><b>*After school support and teacher coach were removed due to funding.</b></p>	<p><b>Teachers Grades 3- 5</b></p>	<p><b>Oct. 08</b></p>	<p><b>Providing students with individualized instruction in reading supports the achievement of this goal. Teachers will use MAP data to form flexible groups to target students to increase reading performance. This will be measured and monitored every interim and report card period by the principal in teacher curriculum team meetings by utilizing the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Data notebooks</b></li> <li>• <b>MAP data with groups identified</b></li> <li>• <b>List of targeted students for Basic and Proficient/Advanced in reading (Targeted students are students who are 5 points above or below the cutoff for the next level)</b></li> </ul>
<p><b>READ 180, a computer assisted program, will be implemented in fifth grade</b></p>	<p><b>Teachers Grade 5</b></p>	<p><b>Sept. 08</b></p>	<p><b>The READ 180 program is a research based reading program for improving students' reading skills. Teachers in fifth grade will implement the READ 180 program .This program targets below basic to basic students in reading. This will be monitored every interim and report card period using:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher schedules</b></li> <li>• <b>Student progress reports monitored by principal</b></li> </ul>

<b>Read About, a computer assisted program, will be implemented in grades 4 and 5</b>	<b>Teachers Grades 4 and 5</b>	<b>Sept. 08</b>	<p>The Read About Program is a research based reading program for improving students' reading skills. Teachers in fourth and fifth grades will implement the Read About Program. This program is targeting higher level students. This will be monitored and measured every interim and report card period by:</p> <ul style="list-style-type: none"> <li>• Teacher schedules</li> <li>• Student progress reports will be monitored by principal</li> </ul>
<b>Academy of Reading will be implemented</b>	<b>Teachers Grade 4 Computer and Resource Teachers</b>	<b>Sept. 08</b>	<p>Academy of Reading is a research based reading program for improving students' reading skills. Based on PACT data, targeted students in fourth grade will utilize the Academy of Reading program (Dillahey). Academy of Reading is designed for students who are below basic in reading. This will be monitored and measured every interim and report card period by:</p> <ul style="list-style-type: none"> <li>• Student roster</li> <li>• Progress Reports monitored by principal</li> </ul>
<b>Successmaker, a computer assisted program, will be implemented in grades 3 and 4</b>	<b>Teachers Grades 3 and 4</b>	<b>Aug. 08</b>	<p>Successmaker for reading will be used in grades 2-4 and in the resource room for targeted students based on MAP data (Lee). This program will be used daily and supports this goal. This will be monitored and measured every interim and report card period by:</p> <ul style="list-style-type: none"> <li>• Successmaker reports will be used to monitor progress of students</li> <li>• Principal will monitor the reports</li> </ul>
<b>Teachers in grades 3-5 will utilize information received in professional development on effective reading strategies</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<p>Teachers will demonstrate reading strategies (best practices) to increase student achievement which supports this goal. This will be monitored every interim and report card period by:</p> <ul style="list-style-type: none"> <li>• Teacher Curriculum Team meeting agendas</li> <li>• Consultant for Ruby Payne staff development will provide information to support strategies</li> <li>• Demonstration classroom schedule</li> <li>• Principal will observe and provide feedback in writing or a conference</li> </ul>
<b>6 Traits Writing will be implemented in all grade levels</b>	<b>Principal/Lee Teacher</b>	<b>Sept. 08</b>	<p>All grade levels will utilize the 6 Traits Model for Writing to improve achievement (Lee).</p> <ul style="list-style-type: none"> <li>• Staff development in 6 Traits once each semester</li> <li>• Schoolwide writing prompt scored using 6 traits – one each semester</li> <li>• Class observation of 6 Traits instruction by</li> </ul>

			principal with feedback provided in writing on 6 Traits evaluation form or documented conference once each semester
<b>Implement 25 Book Campaign</b>	<b>Principal/Media Specialist (Smith)</b>	<b>Sept. 08</b>	<p>The goal is for 80% of students to have read a minimum of 25 books for the school year (Smith). This will be measured and monitored monthly by:</p> <ul style="list-style-type: none"> <li>• List of books for the year and monthly goals</li> <li>• Monthly Assemblies</li> <li>• Class Charts posted outside of classrooms</li> <li>• List of Monthly incentives for reaching monthly goals</li> <li>• Reading Celebration in May</li> </ul>
<b>Provide Mentoring Program</b>	<b>Guidance Counselor/Brown VISTA/Simison</b>	<b>Aug. 08</b>	<p>Students who are in need of extra support will be identified and assigned a mentor (Brown &amp; Simison). Additional intervention will result in more time on task by students in the classroom which supports this goal. This will be measured and monitored every month by the:</p> <ul style="list-style-type: none"> <li>• CORE team notes</li> <li>• Teacher recommendations</li> <li>• List of mentors/mentees</li> <li>• Review of referrals to monitor decrease in loss of instructional time</li> </ul>
<b>Provide Parenting Programs</b>	<b>Parent Advocate/Green Parent Educator/Cullum</b>	<b>Aug. 08</b>	<p>The parent advocate and educator will hold monthly parenting programs designed to assist parents with helping their children learn to read (Green &amp; Cullum) which supports this goal. This will be monitored monthly by:</p> <ul style="list-style-type: none"> <li>• Parenting Program agendas</li> <li>• Copies of information provided to parents</li> <li>• Parent surveys</li> </ul>
<b>Students will be recognized for MAP RIT gains in reading</b>	<b>Technology Teacher/Dillahey Principal/Lee</b>	<b>Jan. 09</b>	<p>Students will be recognized for improved performance which supports this goal by increasing student motivation. All students who make gains of 5 points or more will receive a ribbon. Students in grades 3- 5 whose MAP scores correlate to PACT Proficient and Advanced will receive a silver or gold medal at the second nine week's Awards Day Program (Lee).</p> <ul style="list-style-type: none"> <li>• MAP Rit scores</li> <li>• Roster of Students receiving awards</li> </ul>

<b>Instructional Calendars for each nine weeks will be developed based on the CCSD Coherent Curriculum</b>	<b>Grade Level Chairs</b>	<b>Aug. 08</b>	<p><b>Grade level chairs will meet with their assigned grade to develop instructional calendars for each nine week period. (These calendars will be shared with all special area teachers.)</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Calendars-copies</b></li> <li>• <b>Teacher Curriculum Team Meeting agendas and minutes</b></li> <li>• <b>Special Area teachers grade level agendas and minutes</b></li> <li>• <b>Principal will monitor and provide written feedback each quarter</b></li> </ul>
<b>Common Assessments in Reading will be developed</b>	<b>Grade Level Chairs</b>	<b>Sept. 08</b>	<p><b>The implementation and analysis of common assessments across the grade level will increase teacher knowledge about students' strengths and weaknesses in reading. The principal will meet with each grade level to develop common assessments in reading each nine weeks.</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Curriculum Team meeting agendas will be monitored by the principal with written feedback given</b></li> <li>• <b>Samples of common assessments</b></li> <li>• <b>Grade Distribution Sheets</b></li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008-2009 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3: By April 1, 2009, 100% of teachers in grades 3 to 5 will show evidence of utilizing data for instructional purposes by maintaining updated data notebooks that include evidence of targeting and providing students school based intervention and classroom intervention to address students' identified academic needs in the content areas of math and reading as measured by the 20% of the students in grades 3 to 5 will increase one performance level in reading and math on PACT as correlated to the Fall to Winter MAP scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Teachers in grades 3 to 5 will create data notebooks</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<b>Data notebooks will increase teachers' knowledge of students' abilities.</b> Teachers in grades 2 - 5 will create data notebooks to include but not limited to MAP/PACT reports and technology reports from computer assisted programs (Lee). This will be monitored every interim and report card period and measured by: <ul style="list-style-type: none"> <li>• Data notebooks</li> <li>• Conference schedule with principal</li> </ul>
<b>Teachers in grades 3 to 5 will utilize data notebooks</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<b>Teachers in grades 3 to 5 will utilize data notebooks to plan for improvement in achievement that include but are not limited to MAP/PACT reports and technology reports from computer assisted programs (Lee). This will be monitored every interim and report card period and measured by:</b> <ul style="list-style-type: none"> <li>• Review of data notebook documentation by principal</li> <li>• Conference schedule with principal which includes written feedback</li> </ul>
<b>Teachers in grades 3 to 5 will utilize common planning time</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<b>Common planning time will allow the teachers time to plan together, analyze data, and develop common assessments which assist teachers in identifying areas of weakness.(Lee) This will be monitored monthly by:</b>



			<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Grade Level agendas and minutes</li> <li>• Lesson plans monitored by principal</li> </ul>
Students in grades 3 to 5 will use data folders with their current data	Teachers Grades 3 to 5	Sept. 08	<p>Increasing student knowledge of their data and setting goals will increase performance. All students in grades 2 - 5 will plot the baseline and progress on MAP and at each benchmark. Students in grades 4 and 5 will also identify their PACT scores and set goals to move to the next level. Teachers will individually conference with students (Lee). This will be monitored in September and January by:</p> <ul style="list-style-type: none"> <li>• Samples of student data folders-students keep their MAP goal setting sheets in their data/citizenship folders</li> <li>• Record of individual conferences with students</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1: By April 1, 2009 the principal will ensure effective implementation of effective instructional practices in math as measured by 20% of the students in grades 3 to 5 increasing one Math performance level on PACT as correlated to the Fall to Winter MAP scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Implement reduced class sizes in grades 3 to 5</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<b>Reduced class size will increase the instructional time each teacher can spend individualizing and differentiating instruction for students which supports this goal. (Lee) This will be measured by:</b> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Enrollment in grades 3 to 5</li> </ul>
<b>The principal will explain and inform the faculty and community about the school's test data</b>	<b>Principal/Lee</b>	<b>Nov. 08</b>	<b>The principal will explain and inform the faculty and community about the school report card and AYP to increase their knowledge about the school's academic needs. (Lee). This will be measured by:</b> <ul style="list-style-type: none"> <li>• Faculty agenda/sign in sheets</li> <li>• PTO agenda/parent survey</li> <li>• Distribution of SDE report card to parents and business partners</li> </ul>
<b>The principal will maintain/utilize a data notebook</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<b>The principal will maintain an updated notebook on MAP/PACT data (Lee) for grades 3 to 5 to monitor progress. Utilizing assessment information will help the principal know areas that need to be addressed.</b> <ul style="list-style-type: none"> <li>• Data Notebook</li> <li>• List of actions taken based on monitoring</li> </ul>
<b>The principal will hold data conferences with all teachers in grades 3 to 5</b>	<b>Principal/Lee</b>	<b>Aug. 08</b>	<b>The principal will meet with grade levels to discuss MAP/PACT data (Lee) to set goals with teachers to increase student achievement. This will be measured by:</b> <ul style="list-style-type: none"> <li>• Schedule of Conferences-once each semester</li> </ul>
<b>Professional Development implementation</b>	<b>Principal/Lee</b>	<b>July 08</b>	<b>The principal will attend professional development and network with other administrators to increase knowledge in the areas of curriculum, instruction,</b>

			<b>and assessment (Lee). This will be monitored monthly and measured by:</b> <ul style="list-style-type: none"><li>• <b>Attend District Leadership Institute – agenda</b></li><li>• <b>Attend District principal meetings – agendas</b></li><li>• <b>Attend professional conferences</b></li><li>• <b>Log of calls and in person conferences with other administrators. Topics covered will be documented.</b></li></ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will ensure effective implementation of effective instructional practices in reading as measured by 20% of the students in grades 3 to 5 increasing one reading performance level on PACT as correlated to the Fall-Winter MAP scores**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will observe in classrooms and give written feedback to teachers.	Principal/Lee	Aug. 08	The principal will conduct classroom observations and give written feedback to teachers (Lee). This will be and measured by: <ul style="list-style-type: none"> <li>• Observation Forms</li> <li>• Log of observations</li> <li>• Walk through notebook</li> </ul>
The principal will conduct conferences with grade levels.	Principal/Lee	Oct. 08	The principal will conduct one conference per semester with each grade level in grades 3 to 5 to discuss strengths and weaknesses in curriculum, instruction, and assessment across the grade levels (Lee). This will be measured by: <ul style="list-style-type: none"> <li>• Schedule of conferences</li> <li>• Conference minutes</li> </ul>
The principal will hold individual conferences with teachers at the minimum of once a year	Principal/Lee	Sept. 08	The principal will hold individual teacher conferences with each teacher at least once a year (Lee). This will be measured by: <ul style="list-style-type: none"> <li>• Conference minutes</li> <li>• Evaluation summary</li> </ul>
The principal will conference with the teacher coach  *this activity will be deleted due to funding cuts.	Principal/Lee Teacher Coach	Aug. 08	The principal will have a designated time to meet with the teacher coach every week (Lee). This will be measured by: <ul style="list-style-type: none"> <li>• Identified day and time for meetings</li> <li>• Conference notes</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1: By April 1, 2009, the district will ensure that 20% of the students in grades 3-5 will increase a performance level on PACT through the improvement of effective instructional practices in math. This will be estimated using MAP Probability Chart from Fall to Winter scores.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Associate Superintendent will ensure the implementation of conferences with principal and a district level staff member to monitor staffing, data results (PACT and MAP), financial resources, professional development opportunities and implementation of district initiatives in the area of math.	Dr. Vashti K. Washington Associate Superintendent	08/08	<p>Conferencing with the principal monthly will ensure the appropriate resources are present to achieve implementation of effective math instructional practices. This will be monitored by:</p> <ul style="list-style-type: none"> <li>• Notes from principal conferences</li> <li>• List of professional development opportunities</li> </ul> <p>Dr. Vashti K. Washington, Mary Ann Dieter- Learning Specialist, Dr. Kristen Brittingham-Technology Specialist, Lynn Rundbaken-PBIS, Dr. Ibis Glass-Special Ed</p>
Associate Superintendent will ensure classroom visits by district staff to monitor effective instructional practices in the area of math.	Dr. Vashti K. Washington Associate Superintendent	09/08	<p>Assisting with monitoring of classroom instructional practices quarterly will help improve student achievement. This will be monitored by:</p> <ul style="list-style-type: none"> <li>• written feedback given to principal regarding math instructional practices observed and suggestions for changes if appropriate</li> </ul> <p>Dr. Vashti K. Washington, Mary Ann Dieter, Learning Specialist, Dr. Kristen Brittingham, Technology Specialist, Lynn Rundbaken, PBIS, Dr. Ibis Glass Special Ed</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2: : By April 1, 2009, the district will ensure that 20% of students in grades 3 to 5 will increase a performance level on PACT through the improvement of effective instructional practices in reading. This will be estimated using MAP Probability chart from Fall to Winter scores.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Associate Superintendent will ensure the implementation of conferences with principal and a district level staff members to monitor staffing, data results (PACT and MAP), financial resources, professional development opportunities and implementation of district initiatives in the area of reading.</b>	<b>Dr. Vashti K. Washington</b> Associate Superintendent	<b>08/08</b>	<b>Conferencing with the principal monthly will ensure the appropriate resources are present to achieve implementation of effective reading instructional practices. This will be monitored by:</b> <ul style="list-style-type: none"> <li>• Notes from principal conference</li> <li>• List of professional development opportunities</li> </ul> <b>Dr. Vashti K. Washington, Mary Ann Dieter, Learning Specialist, Dr. Kristen Brittingham, Technology Specialist, Lynn Rundbaken, PBIS, Dr. Ibis Glass, Special Ed</b>
<b>Associate Superintendent will ensure classroom visits by district staff to monitor effective instructional practices in the area of reading.</b>	<b>Dr. Vashti K. Washington</b> Associate Superintendent	<b>09/08</b>	<b>Assisting with monitoring of classroom instructional practices quarterly will help improve student achievement. This will be monitored by:</b> <ul style="list-style-type: none"> <li>• written feedback provided to principal regarding reading instructional practices observed and suggestions for changes if appropriate</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 3: By April 1, 2009, the district will assist 100% of teachers in grades 3-5 in utilizing data for instructional purposes by supporting the development of updated data notebooks that include evidence of targeting students for school based intervention and classroom intervention to address needs of identified students in the content areas of math and reading as measured by 20% of the students in grades 3 to 5 increasing one reading performance level on PACT as correlated to the Fall-Winter MAP scores.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Associate Superintendent provides quality staff development on effectively using data to improve student achievement.</b>	<b>Dr. Vashti K. Washington Associate Superintendent</b>	<b>08/08</b>	<b>Additional Early Release days will be provided for Professional Development for a total of 8 days.</b> <b>Teachers will gain knowledge of ways to use data to increase student achievement. This will be measured by:</b> <ul style="list-style-type: none"> <li><b>Schedule of Early Release days and topics</b></li> <li><b>Notes and materials provided at staff development</b></li> </ul> <b>Effective Professional Development is planned by the Academic Support Team. – Dr. Vashti K. Washington, Mary Ann Dieter, Learning Specialist, Dr. Kristen Brittingham, Technology Specialist, Lynn Rundbaken, PBIS, Dr. Ibis Glass, Special Ed</b>
<b>Associate Superintendent provides opportunities for principal/teachers to meet with Academic Support Team to review and refine use of student test data to improve instruction.</b>	<b>Dr. Vashti K. Washington Associate Superintendent</b>	<b>11/08</b>	<b>Academic Support Team will attend scheduled meetings with teachers to provide follow up information, monitor implementation and answer questions regarding use of strategies learned in early release staff development days. This will be monitored by:</b> <ul style="list-style-type: none"> <li><b>Agendas</b></li> <li><b>Minutes from meeting that support planned strategy</b></li> </ul>

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

1. **Reduced class size** – All classes in grades 2 to 5 will be reduced to a ratio of 15:1.
2. **Successmaker**-is a computer assisted program in reading and math. It is appropriate for intervention or enrichment. It is a leveled system of reading and math skills.
3. **READ 180**-is a computer assisted program for students who are reading below the proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.
4. **Read About**-is a computer assisted program for students who are higher basic and above in reading. It is 100% nonfiction reading in science, social studies, and the Arts. It focuses on comprehension skills and strategies, vocabulary, and content-area knowledge.
5. **Measures of Academic Progress (MAP)**- MAP is given to students three times per year in reading and math. This information is used to help diagnose students' specific weaknesses and to assist teachers in developing plans to differentiate instruction.
6. **Targeted small group instruction** – Groups will be formed based on MAP RIT bands in reading and math.
7. **Math Staff Development** – Best practices in math instruction will be taught to the teachers by the teacher coach. Consultants, such as Bob Maxey and Everyday Math, will provide staff development on best practices in math. These consultants will go into the classrooms and demonstrate and then meet with the teachers afterwards to debrief. The demonstration classroom with a master teacher will be observed by all induction teachers and other teachers as necessary. The principal will require the staff to read articles on best practices in math.
8. **Math Wizards** – A math problem of the week will be provided for each grade level. All students will work the problems. One winner will be drawn from each grade level every week. These students will compete in a math bowl in April.



9. **Math Night for Parents** – Every grade level will identify a math night for parents. The teachers will have activities for the parents to help their students with math. These activities will be standards-based.
10. **Mentoring Mathematical Minds** – Third grade students whose math RIT scores are in the upper RIT ranges will be identified for this program. This curriculum is a problem solving curriculum and is taught by the gifted and talented teacher. The class will be held one day a week.
11. **Instructional Calendars** – Every grade level is responsible for an instructional calendar in all academic areas every nine weeks. These calendars are based on the CCSD Coherent Curriculum. These calendars will be shared with the special area teachers so they can integrate the same standards into special area.
12. **Common Assessments**- Every grade level will develop at least one common assessment in reading and math every nine weeks. Each teacher will do a grade distribution sheet based on her class' grades. Teachers will then analyze the results of these common assessments.
13. **Incentives for MAP RIT Gains** – All students who make gains of 5 points or more on the winter MAP in reading and math will receive a ribbon. Students in grades 3 to 5 who's MAP scores correlate to PACT proficient or advanced in reading or math will receive a silver or gold medal at the second nine weeks Awards program.
14. **School-wide Graph** – Each grade level will be responsible for generating a question for all students and displaying the answers in graph form on the bulletin board next to the cafeteria.
15. **Academy of Reading** – is a computer based reading program for below basic students. The program teaches fluency and decoding and goes down as far as phonemic awareness. We will use this program in the computer lab with a targeted group of fourth grade students. The technology and resource teacher will work with this group of students.
16. **Reading Professional Development** – The teacher coach will instruct and demonstrate best practices in reading. A consultant for Ruby Payne will provide teachers with reading strategies for students in poverty. The demonstration classroom will be observed by induction teachers and others in needed to observe a master teacher teaching reading. Teachers will also be required to read articles on best practices in reading.
17. **6 Traits**– is a writing curriculum for instruction and assessment of writing. The traits stand for idea development, organization, conventions, word choice, voice, and sentence fluency. The teacher coach will provide professional development in this area. All students will participate in a school-wide writing prompt to be scored using the 6 Traits.
18. **25 Book Campaign** – The reading goal for the year is for all students to have read 25 books. Each month we highlight a Book of the Month at an Assembly program. Monthly goals are set and all students who have met the monthly goal are recognized. At the end of the year, all students who have read the 25 books attend the Reading Celebration.

19. **Mentoring Program** – Business people and community people are assigned as mentors to students in need. These students can be referred by teachers, the guidance counselor, parents, or the CORE team. The mentors participate in the Lunch Buddy Program. They also can help the students with reading or other academic subjects.

20. **Data Notebooks** – all teachers are required to maintain a data notebook on their students. In these notebooks, they keep all pertinent data on each of their students. The principal also keeps a data notebook on each teachers' class and the overall school data.

21. **Common planning time** – Every grade level will have the same planning time every day.

22. **Data/Citizenship folders** – Every student has a citizenship folder. In the folder is personal information, as well as behavior and academics. All students in grades 2 to 5 will have personal goal sheets to plot their MAP progress. All students in grades 4 and 5 will have personal goal sheets on their PACT data.

23. **Data Professional Development** – The teacher coach and the principal will provide staff development on school, grade level, and class data. Consultants for Academy of Reading, READ 180, Read About, and Successmaker will provide staff development on the progress reports in each program that is available to teachers.

24. **School data** – The principal and teacher coach will inform and explain the school report card and AYP (Adequate Yearly Progress) to the faculty and PTO.

25. **Data conferences** – The principal will hold grade level data conferences with teachers in grades 2 to 5.

26. **Professional Development** – The principal will attend the CCSD Summer Leadership Institute and the district staff development for principals. The principal will also network with other principals. The principal will attend Leadership Conferences, such as, SCABSE (South Carolina Alliance of Black School Educators) and SCASA (South Carolina Association of School Administrators).

27. **Classroom observations/Conferences**- The principal will observe in classrooms and provide written feedback to teachers. The principal and teacher coach will conference with each grade level to discuss strengths and weaknesses across the grade level in curriculum, instruction, and assessment. The principal will individually conference with every teacher at least once a year. The principal will also meet with the teacher coach on a weekly basis.

30. **CORE**- CORE is the school team that meets to discuss interventions both academic and behavior for students. The members of the CORE team are the principal, the resource teacher, the school psychologist, the regular education teacher, the parent, and the guidance counselor.